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The emphasis upon method to the exclusion of matter which used to be quite prominent is gradually giving place to the belief that method after all is but the handmaid of matter and that the first requisite of a good teacher is knowledge. But that method properly considered has not only a place but an essential place in the preparation of a teacher is being more and more generally recognized, particularly in those institutions whether universities or normal schools a large proportion of whose students are preparing specifically for the profession of teaching. That these institutions do not regard their function as confined to the walls of the buildings is evidenced by two recent handbooks for teachers of Latin which have come to my hand.

At the close of 1908 there was issued by the University of Wisconsin a pamphlet called *The High School Course in Latin*, by Professor Slaughter. The contents are divided as follows: Introduction, First Year Latin, Second Year Latin, the Third Year, The Fourth Year, Reference Books and Journals. After a few introductory pages on the value of Latin study in the High School, Professor Slaughter proceeds to discuss the course in detail. It would be impossible to go into an analysis of the pamphlet or an examination of individual statements. One is surprised at the number of directions which would seem to be almost superfluous in print, e. g. such statements as, "No good teacher is dependent upon the book", "Keep the class alive", "Don't let the pupil dawdle", "Insist upon immediate and close attention". Perhaps, however, emphasizing them may goad the jaded teacher to greater efforts. In the first year the topics considered are *The Text Book*, about which the author has some good remarks, Pronunciation, regarded rightly as the strangest thing the pupil encounters in beginning Latin, Forms, Sentence Structure, Syntax, Vocabulary and Connected Reading. Professor Slaughter remarks that more syntax is usually given in beginners' books than is demanded. He says that the pupil is old enough when he begins Latin to be sufficiently mature to understand the principles of syntax found in the beginners' book but he should not be expected to master all of them. Some may question the truth of his ability to understand. To my mind understanding is likely to follow mastery rather than to precede it. In vocabulary three to five hundred words

are recommended as a minimum for the first year and some connected reading either from Caesar or from the *Fabulae Faciles*. In the second year the most important suggestion is that sight reading should be encouraged and that definite attention should be paid to the systematic study of vocabulary by having the class keep lists of all the new words as they occur and learning a certain number every day. Latin Composition is treated during this year but Professor Slaughter confines himself to generalities. He seems to incline towards daily drill occupying the first ten minutes of the recitation period but he admits that many teachers prefer one period a week and then says: "When this is done great care must be exercised to prevent listless and careless work. Pupils should be required to prepare their lessons independently of each other, and the teacher should never allow pupils to correct each other's papers. Whatever correction is necessary should be made by the teacher or by the one who wrote the paper, and should be supervised by the teacher. Poor and slipshod work in composition is worse than none". These directions are admirable but unfortunately experience shows that they cannot be carried out. Latin Composition, if it is to be done with profit at all, must be done almost entirely in the class-room under the teacher's eye. As far as the reading is concerned he thinks it should be slow at the beginning but careful attention should be given to the English of the translations. The third and fourth year are dismissed quickly, the chief emphasis in the fourth year being laid upon the scansion. The pamphlet is likely to be useful and in its recommendations seems to be fully up to the times.

More recent is the *Handbook for High School Teachers of Latin* written by Professor Game and published by the Missouri State Normal School. This handbook will be sent on request to any one who desires to have it. It is somewhat more pretentious than Professor Slaughter's and contains a number of interesting things. The first part of it is devoted mainly to summarizing the various papers that have been delivered at the Classical Conferences in Michigan. Some of these papers are now out of print. The University of Michigan would confer a favor upon classical teachers by publishing the whole series in book form. After this comes a short chap-

ter on The Increasing Interest in Latin, The Bearing of the Classics upon English Literature, in which a table is given of mythological references in twenty-four prominent English writers, running from 650 such references in Spenser, to 450 in Byron and 30 in Bryant, Shakespeare and Milton being omitted from the list. The next section is devoted to The Use of the Latin Bible, Latin Hymns, and Similar Latin in the High Schools. This paragraph is worth pondering on.

Students really enjoy an opportunity to make their Latin touch things of everyday life. A copy of the Latin New Testament and Psalms on the teacher's desk may be made the means of awakening a new interest in his Latin on the part of many a boy, and of turning to good account many an hour that might be without promise. The teacher can read slowly the Latin version of some familiar passage and ask for a translation by ear. The twenty-third Psalm, the Lord's Prayer, the Beatitudes, the Fifteenth chapter of St. John's Gospel, all offer themselves for this purpose, and it will be surprising how gladly even students of the first year will try to make use of all the Latin they know.

Some specimens of Latin hymns are given and references to the two editions of hymns now available, the first by Professor March, published by the American Book Co., the second by Professor Merrill—who seems not to have known of the first—published by Sanborn. There is a section on The Qualifications of a High School Latin Teacher in which Professor Game urges very strongly that no one should be allowed to teach Latin who does not hold the degree of Bachelor of Arts from a reputable college. Then come Suggestions on Teaching High School Latin divided into first, second, third and fourth year. The treatment is brief but the suggestions are good. One serious criticism I should make, however, that in a book of this kind, special text-books, as, for example, beginners' books, should not be recommended. To pick out four first year Latin books, all published by leading publishing houses, and omit the twenty or thirty others that are asking for recognition is not right. A good section on Class Room Equipment for the Latin Department treating charts, books, wall-maps, pictures, sculpture and other illustrative material is followed by a few suggestions as to illustrative material for Caesar, Cicero and Vergil. The excellent suggestion is made in this connection that a certain amount of illustrative material may easily be made by teacher and students. This applies particularly to arms, implements and articles of dress. The pamphlet closes with the advertisement of the Classical Association of the Middle West and South and of the Department of Latin and Greek in the Missouri State Normal School, but the fact that the whole treatise is apparently primarily an advertisement need not blind us to its general excellence.

G. L.

SYMPOSIUM ON FIRST YEAR LATIN LATIN WRITING

(Concluded from page 131. See also page 106.)

That there must be *writing* of Latin during the first year is almost axiomatic. The necessity of an *apologia* arises, in part, from the tendency of certain recent beginners' books to minimize the importance of that writing, and, in part, from conditions that favor easier methods and approaches to learning. With the vast growth of collateral work that is regarded in many quarters as essential to the vital teaching of the Classics many an issue has been obscured. Writing, however, still remains *the* force that will fuse and unify the miscellanies of the student's scattered information, the medium in which we may expect a precipitate of wisdom.

Every legitimate means contributing to the student's mastery of his working material—vocabulary, inflection, syntax, word-order—must be brought into use. The writing of Latin assuredly occupies an important place among these media, being absolutely imperative and indispensable. The multitude of details which crowd upon the young student's attention will remain in endless confusion in his mind and imagination, unless the categories into which these details properly fall are more firmly fixed by the added effort of writing them upon some present, palpable medium. To visual, auditory and place memories there are joined a motor energy and a new association, that add power to the impression of the others; "the brain path leading to the oral response is not the one along which the written response travels"¹. Careful writing not only involves a recall of what the student knows, but also a discriminating use of it. Involving criticism, writing reinforces his knowledge and thus results in a careful weighing of possibilities—verbal, suffixal, syntactical and of word coordination. Discriminating writing requires more than mechanical memory and imitation. It necessitates "a real active and originaive mental effort", that includes attention and a greater degree of concentration than even the most correct and sharp oral work which may be wholly mechanical and quite thoughtless even at the moment of accurate recitation². Words therefore (whether in isolation or in sentence structure), word-forms and functions, and sentence-elaboration—all of these are impressed more strongly and firmly upon the student's consciousness by reason of the added effort of writing, and of the process of conscious deliberation and choice that is part of the act of careful writing.

Though the ultimate aim of our Latin studies may be the ability to read Latin with comparative ease so that we may subordinate language-study to a study of literature and its content, this ideal will not and

¹ Miss H. May Johnson, THE CLASSICAL WEEKLY 2. 59.

² Cf. De Garmo, Principles of Secondary Education, 112.